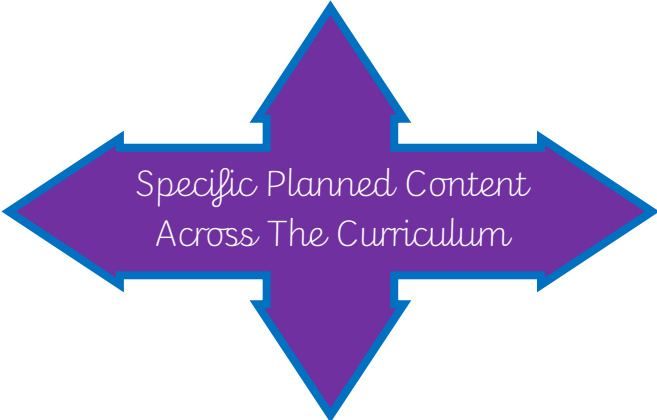




## Planned Curriculum Content

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i></p> <p>Texts: Goodnight Mr Tom, Poppy Field – Michael Morpurgo</p> <p>Writing styles – diary, letter, setting, description.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Maths</p> <p>White Rose Unit: Multiplication and Division</p> <p>White Rose Unit: Fractions A</p> <p><i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i></p> | <p>Subject : History</p> <p>The children will learn to:</p> <p>Use sources of evidence to deduce information about the past, understanding that no one source gives a full picture. Read letters and diaries about the varied experiences of women across the centuries. Describe the main changes in a period of history. Use dates and terms accurately in describing events; order on a timeline. Use appropriate historical vocabulary to communicate, including dates, era, chronology, continuity, change, legacy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Subject: Science</p> <p>The children will learn to:</p> <p>Compare and group together everyday materials based on evidence from tests, including their hardness, solubility, conductivity. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated (filtering, sieving evaporating). • Give reasons, based on evidence from tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</p> |  <p><b>Specific Planned Content Across The Curriculum</b></p>                                                                | <p>Subject: Design and Technology</p> <p>The children will learn to:</p> <p>Generate innovative ideas through research and discussion with peers and adults to develop an accompaniment to a seasonal soup (e.g. bread, savoury scone or muffin) • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. Carry out sensory evaluations of a range of relevant products and ingredients. • Evaluate the final product with reference back to the design brief and design specification. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.</p> |
| <p><b>In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:</b></p> <p><b>P.E. – Spiral</b> (Weeks 8 → 14)</p> <p><b>Music - Music Express</b> - Unit: At the Movies</p> <p><b>RE - Leeds Agreed Syllabus</b> – Unit: What values are shown in codes for living?</p> <p><b>PSHE - You, Me and PSHE</b> - Unit: Identity, society and equality</p> <p><b>Computing – Purple Mash</b> – Unit: 5.8 Word processing</p> <p><b>French – Twinkl</b> – Unit 4: Going Shopping</p>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## Curriculum Drivers

| Core Values                                                                                                                           | Knowledge and Long Term Learning                                                                                                                                                                                                                                                                        | The Greats                                                                                                                      | Diversity and Community                                                                                                                                                                                                                                                    |
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| This half-term there will be a whole school focus on our core value of courage through assemblies, circle time, RE and PSHE teaching. | Our knowledge organisers will be focused on Science and History:<br>They will be used to help the children learn the essential knowledge and vocabulary that they need for the subject. We will also use quizzes to re-cap on previous learning and to show what has been learned at the end of a unit. | We will look at the influence of Emmeline Pankhurst and Mary Wollstonecraft and their role in promoting equal rights for women. | In R.E we will explore religious and non-religious values in human life, and think about children's own values. We will learn about the ways in which values make a difference to our families and the wider community. We will understand that not all values are shared. |

## Assessment of Threshold Concepts

### Science: Threshold Concepts

| Scientific Concepts:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Working Scientifically:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"><li>• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</li><li>• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li><li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li><li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li><li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li><li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</li></ul> | <ul style="list-style-type: none"><li>• Plan enquiries, including recognising and controlling variables where necessary.</li><li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li><li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li><li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li><li>• Present findings in written form, displays and other presentations.</li><li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul> |

### Computing: Threshold Concepts – Online Safety, Spreadsheets



| Computer Science:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Information Technology:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Digital Literacy:                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"><li>I know the importance of computer networks and how they help solve problems and enhance communication.</li><li>I recognise the main dangers that can be perpetuated via computer networks.</li><li>I can explain what personal information is and know strategies for keeping this safe.</li><li>I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards.</li></ul> | <ul style="list-style-type: none"><li>I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results.</li><li>I can explain in detail how accurate, safe and reliable the content is on a webpage.</li><li>I can make appropriate improvements to digital work I have created.</li><li>I can comment on how successful a digital solution is that I have created.</li><li>I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code</li></ul> | <ul style="list-style-type: none"><li>I have a secure knowledge of online safety rules taught at school.</li><li>I can demonstrate the safe and respectful use of different online technologies and online services.</li><li>I always relate appropriate online behaviour to my right to have personal privacy.</li><li>I know how to not let my mental wellbeing or others be affected by use of online technologies and services.</li></ul> |

### Design and Technology: Threshold Concepts

| Design, Make, Evaluate and Improve                                                                                                                                                                                                                      | Take Inspiration from Designs Throughout History | Master Practical Skills                                                                                                                                                                                                  |
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| Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high-quality finish • Use prototypes. |                                                  | Select appropriate units of measure of measure ingredients precisely • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures |

### History: Threshold Concepts -The Changing Role of Women



| Investigate and interpret the past:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Build an overview of world history:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Understand chronology:                                                                                                                                                                                                                                                                                                                                                                                                                                             | Communicate historically:                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>  | <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>       | <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>  | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul>  |

## Languages (French): Threshold Concepts

| Listening and speaking                                                                                                                                                            | Reading and writing                                                                                                                                                                               | Stories, songs, poems and rhymes                                                                                                                      | Grammar                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far</li> </ul> | <ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the</li> </ul> | <ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language; in the context of a traditional fable.</li> </ul> | <ul style="list-style-type: none"> <li>Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build</li> </ul> |



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| <ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about what they want to do when they grow up.</li><li>Describe people, places, things and actions orally and in writing in the context of describing themselves.</li><li>I can select key words for descriptions</li></ul> | <p>context of investigating typical French names.</p> <ul style="list-style-type: none"><li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of describing emotions.</li><li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of writing personal presentations.</li><li>I can remember appropriate language to express my ideas.</li><li>Describe people, places, things and actions orally and in writing in the context of describing themselves. I can select key words for descriptions</li></ul> | . | <p>sentences; and how these differ from or are similar to English</p> <ul style="list-style-type: none"><li>To use the simple future tense</li><li>In the context of describing emotions</li><li>In the context of predicting what's going to happen</li><li>To use the near future tense</li><li>To select the appropriate form of a word for the context.</li></ul> |
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### Music: Threshold Concepts – At the Movies

| Singing                                                                      | Playing Instruments                                          | Improvising/Exploring                                                                                                                                                        | Composing                                                                                                                                                      | Listening                                                  | Appraising                                                                                                                              |
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| Sing and play percussion in a group piece with changes in tempo and dynamics | Perform music together in synchronisation with a short movie | interpret graphic notation on various sound makers with an understanding of their qualities and capabilities<br>Learn about and explore techniques used in movie soundtracks | Use the musical dimensions to create and perform music for a movie<br>Evaluate and refine compositions with reference to the inter-related dimensions of music | Demonstrate understanding of the effect of music in movies | Identify changes in tempo and their effects<br>Evaluate and refine compositions with reference to the inter-related dimensions of music |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                    | Create sounds for a movie, following a timesheet |                                                                                                      |  |
| PE: Threshold Concepts (Highlight focus areas for Half Term)                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                    |                                                  |                                                                                                      |  |
| KS1                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                    |                                                  |                                                                                                      |  |
| Agility                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Balance                                                                                                                                            |                                                  | Co-ordination                                                                                        |  |
| Body Awareness<br>Dodging and Evading<br>Flexibility and Movement<br>Reaction<br>Rotation<br>Travelling                                                                                                                                                                                                                                                                                                                        |  | Balancing Equipment<br>Dynamic Balance<br>Generating Force Through Transfer of Weight<br>Points of Contact<br>Static Balance<br>Understanding Base |                                                  | Combination of Skills<br>Differentiating Force<br>Organising Limbs<br>Receiving<br>Sending<br>Timing |  |
| KS2                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                    |                                                  |                                                                                                      |  |
| Cognitive                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Manipulation                                                                                                                                       |                                                  | Physical                                                                                             |  |
| Anticipation<br>Evaluation<br>Peer Mentoring<br>Tactical Variation<br>Team Work<br>Understanding Rules                                                                                                                                                                                                                                                                                                                         |  | Accuracy<br>Dribbling<br>Fielding and Catching<br>Passing<br>Shooting<br>Striking                                                                  |                                                  | Agility<br>Control<br>Physical Processing<br>Power<br>Speed<br>Strength                              |  |
| PHSE: Threshold Concepts                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                    |                                                  |                                                                                                      |  |
| Theme: Physical Health and Wellbeing:                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                    |                                                  |                                                                                                      |  |
| Pupils learn: to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact - understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture -can recognize and challenge gender stereotypes - understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour |  |                                                                                                                                                    |                                                  |                                                                                                      |  |
| RE: Threshold Concepts                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                    |                                                  |                                                                                                      |  |
| Pupils working towards the age-related expectations for their year group will be able to:                                                                                                                                                                                                                                                                                                                                      |  | Pupils working at the age-related expectations (ARE) for this year group will be able to:                                                          |                                                  | Pupils who are deepening and widening their knowledge and understanding will be able to:             |  |



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| <ul style="list-style-type: none"><li>• Use vocabulary such as 'values' 'right and wrong' and 'good and bad'</li><li>• Talk about some Christian, Muslim, Jewish and Humanist values</li><li>• Make links between their own behaviour and values, and the values they study.</li><li>•</li></ul> | <ul style="list-style-type: none"><li>• Investigate and make connections between morals and values found in religious teachings and everyday life.</li><li>• Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values</li><li>• Apply ideas about values and how people choose to live their lives.</li><li>• Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty</li></ul> | <ul style="list-style-type: none"><li>• Present ideas about the challenge of following and living out a set of values in daily life for Muslims, Jews, Christians and Humanists</li><li>• Evaluate the importance of having a worked through set of ethical values to help live life well</li></ul> |
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